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ABSTRACT

This practicum report describes an intervention to improve the literacy skills of seven at-risk kindergarten children. Intervention objectives were that children will: (1) show an increase in letter recognition; (2) demonstrate book awareness skills; and (3) increase their use of prereading and prewriting strategies. The intervention involved the tutoring of the kindergarten children by fifth and sixth grade students. The tutors received training in which they were taught to put the kindergarten children at ease, encourage the children's reading and writing, keep the children on task, avoid using punishment, and provide verbal praise. The tutors met with the kindergarten children for 30 minutes twice a week over a 3-month period. Pre- and posttests were conducted to measure children's literacy skills. Tests included a checklist to measure letter recognition, and observations to measure children's interactions with books and their use of pre-reading and -writing strategies. Results indicated that all objectives were met. Two children for whom English was a second language especially benefitted from the intervention. A reference list of 44 items is provided. Appendices include the letter recognition checklist and guides for observation of children; materials to be used by tutors; and questionnaires to be completed by tutors, kindergarten children, and parents. (BC)

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**INCREASING LITERACY DEVELOPMENT OF
AT-RISK KINDERGARTEN STUDENTS THROUGH
CROSS-AGE TUTORING**

by

Marlene Henriques

Cluster 44

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

**NOVA UNIVERSITY
1992**

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PRACTICUM APPROVAL SHEET

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This practicum report was submitted by Marlene Henriques under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

28 May 1992

Date of Final Approval of Report

Roberta Wong Bouverat

Dr. Roberta Wong Bouverat

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ABSTRACT

Increasing Literacy Development of At-Risk Kindergarten Children Through Cross-age Tutoring
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Descriptors: Early Childhood/Elementary Education/Reading/ Teaching English to Speakers of Other Languages/At-Risk/ Language Arts/Self-Concept/Self-Esteem/Early Childhood/ Elementary/Kindergarten/Cross-Age Tutoring/Whole Language Literacy/Minorities/Students

This practicum was designed, through a cross-age tutoring program, to increase emergent literacy skills of at-risk kindergarten children. The objectives were to increase letter recognition, book awareness skills, pre-reading strategies, and pre-writing strategies in the targeted students. In a structured program, the fifth and sixth grade tutors met with the tutees for 30 minutes twice a week for a three month period.

The writer administered qualitative and quantitative pretests which documented the lack of literacy development of at-risk kindergartners. The writer held workshops to train the tutors in reading and writing strategies, developed a schedule of structured activities to complete in each session, and also served as a support system to answer questions and assist the tutors.

The results of the practicum were positive. Posttest evaluations in both written and observational form indicated that the goal and all of the objectives were successfully met, and actually exceeded the outcome originally anticipated. While all at-risk students increased their skills, the ESL students benefitted the most. Tutees and tutors further indicated that the program was both enjoyable and worthwhile and that they would like to repeat the experience.

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(signature)

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting is an elementary school of 450 students in grades kindergarten through sixth, located in a large, generally affluent, metropolitan county. The school draws its students from a fast-growing, newly-developed area encompassing apartments with transient residences, townhouses, and large single family homes. In the school population, there is a wide range of socio-economic levels and cultural backgrounds. It is anticipated that by the year 2000, forty percent of the student body will not be from white, middle class homes.

In view of such diverse backgrounds, children come into kindergarten with a wide range of skills and abilities, particularly in literacy development. Those children who have had a limited literacy exposure in the early years can be considered "at risk," and may not have a successful kindergarten experience. "At-risk" students will be the targeted population for this practicum.

Writer's Work Setting and Role

The writer is a full-time kindergarten teacher in this elementary school. The kindergarten students are enrolled in half-day sessions of 3 1/4 hours each. There is an instructional aide for both sessions with approximately 25 students in each session for a total of 50 children in all. There is an age differential of 14 months from the youngest student to the oldest student.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

"At-risk" kindergarten children have acquired less literacy development than their peers. Literacy development includes recognizing letters and name, book awareness skills, pre-reading and pre-writing strategies. Targeted "at-risk" students need extensive individualized literacy experiences to increase their development. Such help cannot be provided in the regular half-day kindergarten session as only limited individualized instruction is possible within this framework.

Problem Documentation

Over the past several years, the writer has made observations of the performance of entering kindergarten students. Those who cannot identify their written name, visually discriminate their name from other names, write their name, or discriminate and identify letters of the alphabet are initially identified as "at risk". The county

requires each kindergarten teacher, during the month of October, to screen all kindergarten children to assess their skills for individualized planning. The language arts part of this assessment (see Appendix A) reveals that approximately 8 or 10 of the entering 54 kindergarten children have limited literacy development such as letter recognition. In most instances these same students have limited book awareness skills such as directional knowledge of top, bottom, front or back. They have limited pre-reading strategies including the concept that print conveys meaning or of recognizing their own name in print. They have a limited knowledge of pre-writing strategies such as using a left-to-right progression when writing or being able to write their own name.

Interviews with children and parents indicate that in some households literacy experiences are an every day occurrence whereas in others literacy experiences are rare. Some children have constant adult companionship to enrich their language development while other children have severely limited amounts of interactions.

Causative Analysis

It is the writer's belief that there are four major causes of the problem. There are background-related problems. Children come to kindergarten with background

differences in culture, linguistics, economics, and family structure which result in a wide range of literacy exposure. There are child-related problems. Some children have physical, intellectual, social or emotional developmental lags and require a teaching situation which meets their individual learning needs. There are community-related problems. Local governments do not have the funds available to provide additional teaching resources for their "at-risk" population. There are school-related problems. A half-day kindergarten program does not enable the teacher to provide a large amount of individualized instruction to the "at-risk" population in the classroom.

Relation of Problem to the Literature

Research shows the importance of reading to enhance literacy development in young children (Teale, 1984). There is a national concern for "at-risk" students (Dimidjian, 1989; Willis, 1989). Major policymakers, as suggested in Right From the Start (1988), are concerned about improving literacy levels and are seeking strategies to combat the growing crisis in early childhood education in order to raise the literacy rate among "at-risk" students (McPartland & Slavin, 1990). Success in early elementary school is a good predictor for success in later schooling and, eventually, in life (Pellegrini, 1991).

The literature reveals several causes for "at-risk" kindergarten children's lack of literacy development. The first cause can be background-related difficulties. Families differ significantly in the quality and quantity of their uses of print (Gibson, 1989). In American homes where storybook reading occurs regularly, the average is approximately 30 to 45 minutes of storybook reading per day which amounts to approximately 1,000 hours of literacy experience in a one-on-one environment prior to first grade (Adams, 1991). When children of the literate elite need help, their parents can fill in the gaps, thus increasing their knowledge. Those children who come from families that are rich in literacy fortify their children with good stories and beautiful books long before they enter school (Pellegrini, 1991).

The literature suggests that literacy rich families do specific things with their children around books which predict their children's literacy learning in school. Such things as supporting participation to read together and providing guidance and strategies to meet the competence of the child allow children to participate maximally in the book reading experience (Pellegrini, 1991). These families will often use linguistic terms such as "word," "letter," and "read" to encode relations. The learning and use of these terms is a reliable predictor of reading status in kindergarten (Pellegrini, 1991).

Some "at-risk" children have had very little literacy preparation and have been read to less than two minutes per day for a total of about 10 hours per year (Adams, 1991). These children have difficulty learning to read because they lack experience with books and do not have enough information to form a context in which to use new knowledge. When children in a print-poor environment need help with context clues, they have no where to turn. Minority boys are most likely to be "at risk" because they are least likely to be read to at home (Brown, Weinberg & Cromer, 1986). Gibson (1989) and Pinnell (1989) claim that low socioeconomic students are at a definite disadvantage for developing emergent literacy strategies. However, the poverty for these children is not always the poverty of economic deprivation. They often suffer from a poverty of experiences (Peck, 1988).

Providing a rich literature background for young children enables them to create mental models of their world and the appropriate vocabulary to describe it. Through literature children can sum up their world and clarify their ideas (Seefeldt, 1988).

Different cultural practices among family groups significantly influence home uses of print and participation in storytime (Gibson, 1989). The western style of reading from top to bottom and from left to right may not be the reading format in culturally diverse homes.

Dimidjian (1989) states that many of today's families are so beset by stress that it takes all of their resources to meet simple survival needs. The changing dynamics of the family structure contribute to the problems of "at-risk" children (Peck, 1988).

Problems in linguistic, physical, and psychological development cause literacy delays in the child (Butler, 1989). Oftentimes these delays are not picked up until the child moves on to first or second grade where more emphasis is placed on reading skills.

Another cause is community-related problems. "At-risk" students are more often found in rural isolation or urban poverty (Willis, 1989). Lack of early resource programs for children and their families contribute to the problem (Butler, 1989). Head Start, an early intervention program, is meeting the needs of only one in five of the eligible children (Dimidjian, 1989).

There are school-related problems. Steinberg (1990) points out that as kindergartens become more academically oriented, there are more "at-risk" students. Classes at the early elementary level are too large, and there is not enough money available to provide adequate instructional time and adult help for "at-risk" students (Losey, 1986). Many "at-risk" students have not been taught with strategies that accommodate their particular learning styles (Carbo, 1987; Dunn, 1990; McCarthy, 1990).

CHAPTER III

OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goal

The goal of the writer was to have "at-risk" students increase their emergent literacy development through additional exposure not provided in the regular classroom.

Objectives and Expected Outcomes

Specific cognitive and behavioral objectives were established. These were multivaried, measurable and observable and related to the skills that non "at-risk" children have acquired.

Objective 1: "At-risk" kindergarten students will show an increase in letter recognition.

Objective 2: "At-risk" kindergarten students will demonstrate book awareness skills.

Objective 3: "At-risk" kindergarten students will increase their pre-reading strategies.

Objective 4: "At-risk" kindergarten students will increase their pre-writing strategies.

Evaluation Instruments

The Kindergarten Assessment and Checklist (see Appendix A) was administered to all kindergarten children in October. Those who knew fewer than 50% of the letters of the alphabet were initially determined to be "at risk". These children were then evaluated further. Outcomes were determined by work samples, observations, pretests and posttests. Samples of students' work was gathered from the beginning of school and placed in individual folders. Additional work was added during and at the end of the implementation experience.

Objective 1, student gains in letter recognition were determined by the kindergarten assessment and checklist pretest and posttest (see Appendix A). This is a quantitative measurement based on the number of letters recognized. The students showed an increase in letter and name recognition.

Objective 2, student gains in book awareness skills were determined by the Evaluation Guide for Book Awareness skills (see Appendix B). Observable behavior of the children interacting with books was recorded in a pretest and posttest situation. Gains were made by all children in book awareness skills.

Objective 3, student level of pre-reading strategies was determined by the Evaluation Guide for Pre-Reading Strategies (see Appendix C). Observable behavior of

the children reading, retelling stories, and recognizing their names was recorded in a pretest and posttest situation. A record was kept on the number of verbalizations the students made about their drawings before and after implementation. All students increased in the number of verbalizations made and in their overall pre-reading strategies.

Objective 4, student level of pre-writing strategies was determined by the Evaluation Guide for Pre-Writing Strategies (see Appendix D). Observable behavior was recorded of the students who printed their names and letters, matched sounds to symbols, and used initial consonants in a pretest and posttest situation. Figure 1 shows a list of seven words which were administered and evaluated before and after implementation for spelling development.

**Figure 1. Qualitative Inventory of
Developmental Spelling**

a
me
like
net
bump
with
pony

After implementation, all children printed their own name, used some initial consonants to represent words and, when writing, had correct directional patterns including a left-

to-right progression. Thus, all children showed an increase in pre-writing strategies.

The tutors, tutees, and parents of targeted kindergarten students were asked to complete evaluation forms concerning their impressions of the program. These comments were reviewed for suggestions and improvements. All participants were pleased with the tutoring experience.

Measurement of Outcomes

It was expected that all children would increase by 50% their letter recognition, book awareness skills, pre-reading and pre-writing strategies. These increases were determined by quantitative and qualitative measurements.

Mechanism for Recording Unexpected Events

A log was kept by the writer to record any unusual happenings that influenced the outcome of the program. One child refused to go with his tutor after the first session. This problem was easily solved by having him take his best friend with him to the tutoring sessions.

Description of Plans for Analyzing Results

Once all the data was collected and analyzed for each student, the writer presented the data in tables comparing the children individually on their pretest and posttest in

letter recognition, book awareness skills, pre-reading strategies including number of verbalizations, and pre-writing strategies including an assessment of developmental spelling. The analysis utilized several measures including mean scores and percentages.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The literature suggests several solutions for increasing literacy development of "at-risk" children. One such solution would be to increase half-day kindergarten programs to full-day programs thus increasing literacy exposure (Drew & Law, 1990; Herman, 1984; Stinard, 1982). A comparative study of three kinds of kindergarten programs - all-day, alternate-day, and half-day programs - showed that children attending all-day kindergarten scored significantly higher on a test of achievement than either of the other two groups (Gullo, Bersani, Clements & Bayless, 1986). However, with tight budget constraints, full-day programs are not feasible at this time.

Another solution is to match teaching methods to students' learning styles. Literature shows that when this happens, achievement will increase (Carbo, 1987; Dunn, 1990; McCarthy, 1990).

An increase in early prevention programs for "at-risk" children and their families, such as prenatal and postnatal care, day care, and Head Start would increase the success

rate for "at-risk" children (Butler, 1989).

Reading Recovery is an early intervention program that provides intensive help for young "at-risk" children who have difficulty reading (Boehnlein, 1987; Pinnell, 1989). This program has had great success and is used in the writer's county in schools where there is a larger population of "at-risk" children. However, the make-up of the population at the writer's school does not qualify for this program.

For many years retenti on has been used as a solution, and this practice is still widespread in spite of overwhelming negative results (Holloman, 1990; Peterson, DeGracie & Ayabe, 1987; Shepard & Smith, 1988; Walker & Madhere, 1987). Transition grades for students deemed unready for first grade has been another solution in the past, but research indicates that these children perform no better than their equals promoted to the first grade, thus there was no gain with the extra year (Karweit, 1987).

Description of Solution Selected

The crisis of limited school funds dictates the use of nonprofessional tutors as the only feasible way by which to meet the needs of "at-risk" students. The solution chosen was a cross-age tutoring intervention program under the direction of the writer. Cross-age tutoring refers to a

teaching-learning process where students serve as tutors to provide individualized help to other students, referred to in the literature as tutees (McVitty, 1986). Cross-age refers to older children helping younger children. The individualized instruction and personal encouragement offered to younger children by peers who are old enough to be good models, but still young enough to talk the same language is a definite benefit (Russell & Ford, 1983).

The choice of having older children work with younger children was supported by a meta-analysis on cross-age tutoring (Cohen, Kulik, & Kulik, 1982) which showed that both tutors and tutees tend to make significant gains in achievement and improved attitudes toward school.

Other components involved in this learning and teaching process are:

- . Individualization is the one-to-one ratio which maximizes active participation of both tutor and tutee and which adjusts the learning experience to the level and pace of the tutee (Cohen, 1986; Jenkins & Jenkins, 1985). Both tutor and tutee benefit from this interaction as each must give answers that may require rephrasing, explaining and elaborating (Casanova, 1986). It involves learning that is active, interactive and has a very high rate of time on task.

- . Modeling occurs when the tutee looks to his/her tutor for a model. Peers are often more effective than

adults. Children will imitate other children they admire. If they perceive their tutor as being successful, then cross-age tutoring is the perfect strategy to use when encouraging appropriate behavior (Birch, 1978).

. Motivation involves rewards which can be tangible, social, academic or moral reinforcement. The most common reward obtained by the tutee would be verbal reinforcement by the tutor. The tutor may be able to present the materials in a more easily understandable manner and communicate more effectively than the teacher by using verbal phrases which are more meaningful to the tutee (Cohen, 1986; Russell & Ford, 1983). If necessary, external rewards for the tutor can be incorporated into the program.

Cross-age tutoring provides an opportunity to socialize, to interact and to develop language skills of listening and communicating clearly. It is a social structure similar to cooperative learning. However, in cross-age tutoring, members are of unequal status - one is a worker and one is a helper with a higher status (Cohen, 1986). This higher status can improve the tutor's self-concept, self-confidence, self-esteem, and give him/her a sense of responsibility toward the tutee (Griffin, 1986; Hymovitz, 1975; Webb & Schwartz, 1988). Occasionally, cross-age tutoring may also provide an opportunity to develop interracial communication by familiarizing individuals with children in both roles from various backgrounds and cultures.

Language arts is the subject which lends itself best to cross-age tutoring (Mavrogenes & Galen, 1979). It is an activity with good potential for getting "at-risk" students off to a good start in reading and writing, and at the same time, improving the reading skills of the tutor (Labbo & Teale, 1990).

As the research shows, cross-age tutoring is an effective way to help "at-risk" students make progress in academic performance, particularly in the area of emergent literacy. For these reasons, this solution was chosen to increase literacy development in "at-risk" kindergarten students.

Report of Action Taken

Cross-Age Tutoring in Kindergarten

There are several important factors to consider in implementing a cross-age tutoring program for kindergarten students:

- . Goal of the Program
- . Selection of Tutors
- . Structure, Frequency and Length of Tutoring Program
- . Training of Tutors
- . Formatting the Tutoring Sessions

- . Meeting the Learning Styles of the Tutees
- . Reinforcement, Evaluation & Feedback

Goal of the Program

The goal of the program was to increase the emergent literacy skills of "at-risk" kindergarten students by developing letter recognition, book awareness skills, and pre-reading and pre-writing strategies.

Selection of Tutors

Students of various ages and backgrounds can be effective tutors and volunteers were recruited from the fifth and sixth grades. Selection was made from those students who volunteered for the program after hearing an initial introductory discussion on peer tutoring and completing an application form (see Appendix E). In selecting tutors there are several important factors to be considered. Tutors should be able to follow directions in an unsupervised setting, relate well to students, know the materials to be covered, and have a desire to help other children. Further selection was made in consultation with fifth and sixth grade teachers based on the above characteristics.

The number of tutors selected depended on the number of kindergarten children considered to be "at-risk."

Structure, Frequency and Length of Tutoring

The volunteer tutors selected came to the kindergarten class, picked up an individual folder, and invited the targeted students to choose a school location for them to be together. The tutors followed the directions discussed in the training sessions and on the Tutor's Card (see Appendix F). The activities to be covered in the session were explained in the Activities for Tutor's list (see Appendix G). The attention span of kindergarten children cannot be maintained for much longer than a half hour. The needs of the individual tutees determined the exact amount of time the pair spent together for each session. Since the tutees are young, the tutors had a definite structure to follow. The frequency was two days a week for approximately a half hour each session for a total of an hour tutoring per week. Most successful programs involve at least twenty minutes several times a week and last for eight to twelve sessions (Mavrogenes & Galen, 1979). The important part of a tutoring program is the regularity and consistency of meetings (Ehly & Larsen, 1976).

Training of Tutors

An introductory meeting was conducted to acquaint the older students with the goals and purposes of the program. The goals of the training sessions included:

- . Putting the tutee at ease;
- . Understanding the assigned task;
- . Encouraging the tutee in his/her attempts to complete the assignment;
- . Keeping the tutee on task;
- . Avoiding any form of punishment;
- . Providing verbal praise when appropriate;
- . Completing all necessary paperwork.

An important aspect was to train the tutors in positive reinforcement (Pierce, Stahlbrand, Armstrong, 1984). The writer demonstrated reinforcement techniques and good oral reading strategies. The writer orally modeled the mental processes involved in reading and demonstrated the physical aspects of book awareness skills (Labbo & Teale, 1990).

Relating stories to personal experiences is one strategy that received emphasis. Tutors were encouraged to have tutees predict what will happen from the title or pictures in a book, relate personal experiences, talk about stories, draw pictures, or make art projects relating to the story. Tutors practiced their techniques by role-playing with each other using strategies displayed by the writer. Tutors were given examples of how to ask questions, how to introduce stories, and how to use follow-up activities with props such as puppets, games, and pantomime. A handout about things to remember (see Appendix H) was given to the

tutors.

Meeting the Learning Styles of the Tutees

After the tutor picked the child up from the classroom, there was a choice of settings for meeting the environmental preferences of the tutees - the library, the cafeteria, outside, or in the classroom. Some areas are brightly lit and others are dimly lit; there are areas with straight chairs, or sofas and pillows.

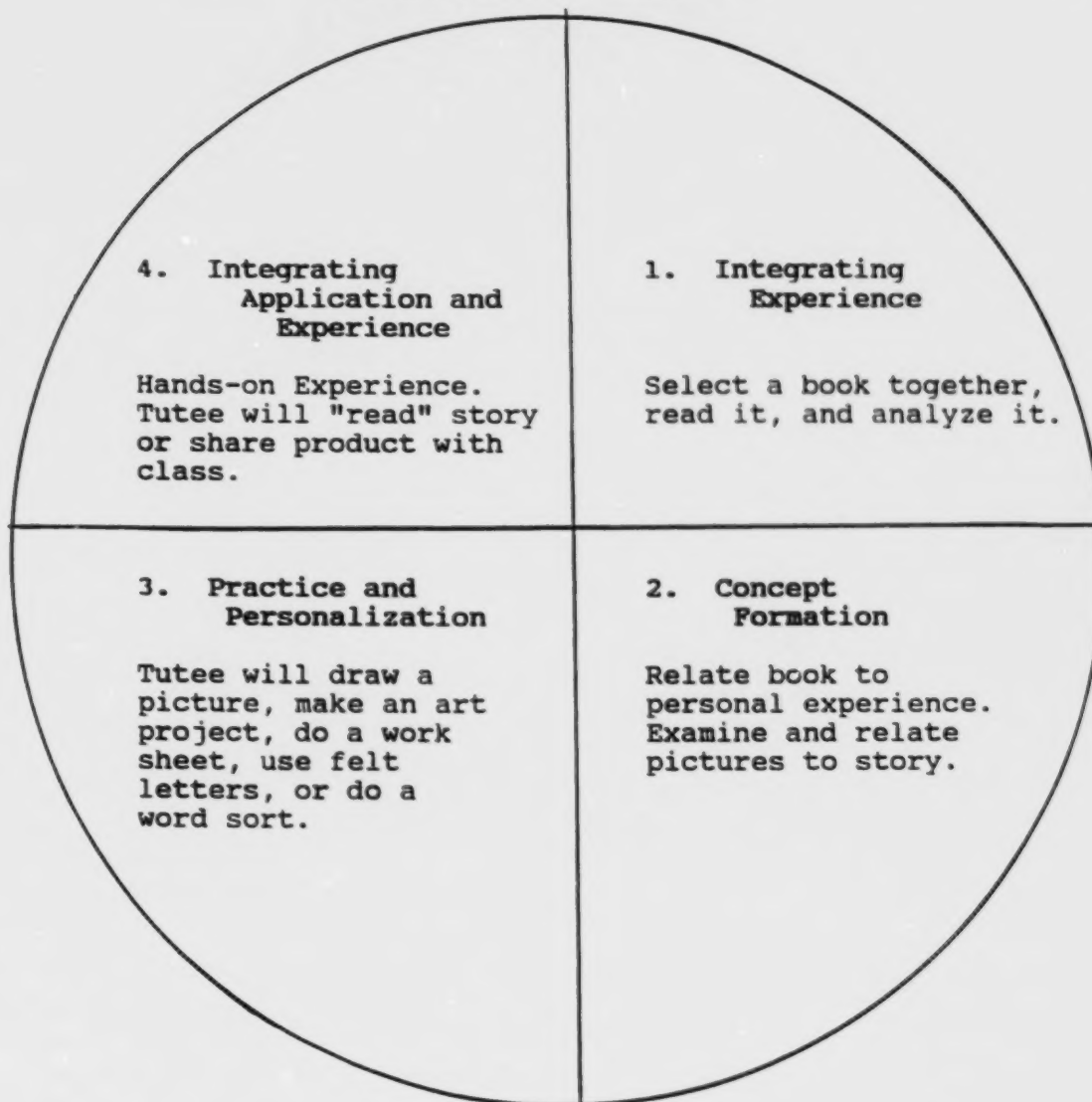
Figure 2 shows McCarthy's (1987, 1990) 4MAT System of four different learning styles and activities which were incorporated in the lessons to engage and stretch the learner to experience multiple ways of learning. To develop a lesson plan using the 4MAT System for cross-age tutoring at the kindergarten level, each section of the four quadrants had to be addressed.

Quadrant One - Integrating experience. Tutor and tutee found a comfortable place and began reading a book together. They predicted what would happen from the title and enjoyed the book. They then reflected on the experience, discussed the story - the beginning, the middle and the end, and clarified any questions.

Quadrant Two - Develop concepts. They related parts of the story to personal experience. The tutor asked, "Have you ever had anything like this happen to you?" Tutor asked tutee to visualize himself/herself as the main

Figure 4. THE 4MAT CYCLE

Activities for Tutees



Based on: McCarthy, B. (1987). The 4MAT system.
Barrington, IL: Excel, Inc.

character in the story. How would he/she solve the problems in the story?

Quadrant Three - Practice and personalization. Hands-on activities included playing games such as alphabet bingo, drawing a picture of the story, and either dictating a description of it or writing one using the child's own level of developmental writing (see Appendix I), making an art project relating to the story, or acting out a part of the story.

Quadrant Four - Integrating application and experience. Tutor and tutee practiced reading the story together or they practiced reading the developmental writing together, making corrections as necessary. During this time tutee gained book awareness skills including directionality; pre-reading strategies including a concept of print; and pre-writing strategies including matching sounds to symbols. Tutee then shared drawing or art project with the rest of the class or displayed it on a bulletin board.

Formatting the Tutoring Session

The tutoring sessions generally followed the activities listed below:

1. The tutor came to the kindergarten classroom, picked up the tutee and the student's folder. Twelve storyboxes on various subjects were developed for the sessions (see Appendix J)

Titles of books were chosen from the county's kindergarten list of suggested books. The tutee selected a storybox and proceeded to a chosen area.

2. Tutee chose a book from the storybox and predicted what would happen from the title. The tutor would point read as he read the book to the tutee.
3. Together they discussed the story, analyzing various parts, pointing out the beginning, middle, and end of the story.
4. Tutor related the book to tutee's personal experience or tutor asked student to pretend he/she is in the story and solve the problem. They looked through the story again. The tutee related the story to the picture clues, examining them in detail.
5. Tutee would draw his/her favorite part of the story. The tutor helped if tutee desired. Either through labeling, dictation, or using developmental writing, the tutor and tutee wrote a description of the picture.

Alternative Suggestions

- a. Tutee could find felt letters for beginning sounds of title words.
- b. Tutee could write beginning sounds of words from the story as dictated by the tutor.

- c. Tutee could complete a work sheet pertaining to the story or beginning sounds.
 - d. Some boxes contained material for a short art project such as making a simple animal.
 - e. Tutee could sort word pictures by beginning or ending letters or sounds.
- 6. Tutee "read" labels, dictation, or developmental writing while tutor helped tutee point to words.
 - 7. Tutee and tutor tidied box and returned to the classroom. Tutor completed a running log (see Appendix K) and returned to homeroom.
 - 8. Tutee shared activities or product with the class and/or displayed product on bulletin board.

Reinforcement, Evaluation and Feedback

Usually there is a built-in reward system for the child being tutored. If verbal reinforcement was not enough, then a tangible reward like a star or a sticker was added to the program. The tutors received reinforcement from the teachers involved in the program. Fifth and sixth graders receive points during the year for special privileges and this was incorporated as a reward for tutors. Tutors also

received a tutoring certificate at the end of the program (see Appendix L).

The running logs kept by the tutors were reviewed daily and used in the evaluation of the program. Questions were answered when the tutors came to the classroom to pick up the kindergarten students. The logs became concrete progress reports for both tutors and tutees.

A second training session occurred half way through the program. Strategies were reviewed, problems were discussed and questions were answered. Questions for consideration by the writer in the second training session were: Are the tutoring sessions occurring on a regular basis? Are appropriate books and materials being used? Are the students working well together and enjoying the sessions? Are the objectives being met? Are the tutor and tutee providing feedback to the teacher in terms of activities covered and progress made? The writer shared these concerns with the tutors.

This project was successful because of five main factors:

- . The "at-risk" kindergarten students received more literacy exposure.
- . The fifth and sixth grade tutors and teachers were excited about the program and willing to cooperate.
- . The additional attention paid by the older students

to the "at-risk" kindergartners encouraged them to be enthusiastic about the program. Not only did the younger students benefit, but also the students who are tutoring by seeing how they could make a difference in another person's life (Fresonke, 1985).

- . The program was discussed with parents of targeted students at conference time.
- . The principal was enthusiastic and supported the program.

The use of cross-age tutoring to increase literacy exposure was an effective teaching strategy. It is an economical way to provide individual instruction as it required no additional staffing or additional expense for the school. This strategy was easily implemented and produced benefits for both tutor and tutee. It was an interesting and exciting solution to the lack of adequate personnel to meet the emergent literacy needs of "at-risk" kindergarten students.

Calendar Plan

Timeline for implementation:

September 1991 - Observations of students took place. Samples were gathered of students' work.

October 1991 - The kindergarten assessment was administered to all students enrolled in the two kindergarten classes. "At-risk" students were initially targeted. Proposal was shared with the principal and fifth and sixth grade teachers. Observations of students continued to take place. Students who knew fewer than half of the letters of the alphabet were targeted.

November 1991 (first week) - Seven word pretest was given to targeted students. Writer met with fifth and sixth grade teachers to discuss tutors' duties and develop a mutually-agreed upon schedule. Writer met with fifth and sixth grade students to discuss program, ask for volunteers and select tutors. The number of "at-risk" students targeted determined the number of volunteers selected. A folder was established for each student containing results of pretests. This writer met with prospective tutors to describe and explain program and to ascertain tutor's preference for sex of tutee. Writer conferred with parents to discuss results of kindergarten assessment, to get input on literacy strategies used at home, and to discuss tutoring program. A training sessions was conducted for tutors.

Twelve storyboxes were set up containing books and activities for tutors and tutees.

Mid-November 1991 - Beginning of implementation period for tutoring program. Tutors began meeting with tutees twice a week. Tutors kept a log recording the events of and their remarks on each session.

End of February 1992 - End of implementation period. Tutors met with tutees for 20 - 30 minutes twice a week for approximately 24 sessions.

March 1992 - Evaluation of implementation took place. Targeted kindergarten students were reassessed to determine their progress by use of the Kindergarten Assessment and Checklist, the Evaluation Guide for Book Awareness, the Evaluation Guide for Pre-Reading Strategies, and the Evaluation Guide for Pre-Writing Strategies. A posttest on the developmental spelling list was also administered. The pictures drawn by targeted students were analyzed to determine if there was an increase in the number of verbalizations or progress in developmental writing. A questionnaire (see Appendix M) was completed by the tutors asking them for their impressions and evaluation of the program. An interview (see Appendix N) was held with the tutee asking for his/her impressions of the sessions. A questionnaire (see Appendix O) was completed by the parents and analyzed to determine their impressions of the program.

End of March 1992 - Data was gathered and analyzed, and further observations, if necessary, were made.

April 1992 - The final results of the practicum were tabulated, written and submitted for approval to the practicum advisor.

CHAPTER V

RESULTS, DISCUSSIONS AND RECOMMENDATIONS

The goal for this practicum was to have "at-risk" kindergarten students increase their emergent literacy development through a cross-age tutoring program. In an attempt to measure the kinds of skills gained, the writer developed several evaluative tools presented in the appendix. A qualitative and quantitative analysis of the data obtained shows that the writer realized her stated goal and objectives.

Before implementing the practicum, data was gathered on all 54 students in the writer's two kindergarten classes. Each child's skills were assessed using the kindergarten checklist and assessment record (see Appendix A). Children who knew fewer than 50% of the letters of the alphabet were initially considered to be "at risk". Nine students, or 17%, met this criteria. Five were girls, three of whom were minorities and had English as a second language. One of the girls included in this practicum who has English as a second language, had an English vocabulary of approximately five words when she entered kindergarten in the fall. Four boys, one of whom was a minority, were also included.

The chronological age range of the children was within a twelve-month period from 5.0 years to 6.0 years. Only

seven children completed this practicum as one ESL minority girl moved away before the end of the program, and one male tutor had to change his schedule and could no longer participate.

Four objectives were outlined to determine the gains made by these "at-risk" kindergarten students.

Objective 1, student gains were determined by an increase in letter recognition.

Objective 2, student gains were determined by an increase in book awareness skills which included directional and positional words and retelling stories.

Objective 3, student level of pre-reading strategies was determined by the Evaluation Guide for Pre-Reading Strategies which included gaining a concept of print and increasing the number of verbalizations on drawings.

Objective 4, student level of pre-writing strategies was determined by the Evaluation Guide for Pre-Writing Strategies which included a more advanced level of developmental spelling and writing.

Objective 1 was measured by a pretest and posttest of the number of letters recognized using the Kindergarten assessment and checklist (see Appendix A). Table 1 shows the number of letters recognized by each participant on the pretest and posttest. Capital letters indicate girls and lower case letters represent boys.

Table 1

Results of Pretest and Posttest on Letters of the Alphabet

Student	<u>No. of Known Letters out of 26</u>		
	Pretest	Posttest	% Increase
A	10	23	130
b	6	15	150
C ^a	5	22	340
d ^b	7	12	71
e	12	24	100
F	3	10	233
G ^a	6	25	333

^aESL Minority girls^bDevelopmentally Delayed

Students did show an increase in letter recognition, particularly the ESL minority girls who increased the most in this skill compared with the other children in the practicum.

Table 2 shows a comparison of the book awareness skills each child had before implementation as determined by the

Table 2

Results of Pretest and Posttest (/) on Book Awareness Skills

Student	Skills						State Beginning, Middle and end
	Hold Books Appropri- ately	Show Where Story Begins	Turn Pages Right to Left	Show Top and Bottom	Retell Story	Point Read	
A	+/+	+/+	+/+	-/+	-/+	-/+	-/+
b	+/+	-/+	-/+	-/+	-/+	-/-	-/-
C ^a	-/+	-/+	-/+	-/+	-/+ (simple)	-/+	-/-
db	-/+	-/+	-/+	-/+	-/-	-/-	-/-
e	+/+	+/+	+/+	+/+	-/+	-/+	-/+
F	+/+	-/-	-/+	-/-	-/-	-/-	-/-
G ^a	-/+	-/+	-/+	-/+	-/+ (simple)	-/+	-/-

Note. - = unable to perform task; + = able to perform task.

^aESL minority girls

^bDevelopmentally delayed boy

pretest, and the strategies each child gained after the three-month implementation period determined by the posttest (-/+). Lack of understanding of English by the ESL students greatly hindered their performance on the pretest. The posttest shows that all students were able to hold books appropriately and turn pages right to left. Six of the seven students could show where a story begins by pointing to the print under the first picture and were able to understand directional words. Two of the seven were able to tell the beginning, the middle, and the end of a story.

Table 3 shows the pretest and posttest results of the pre-reading strategies demonstrated by these children. All children were able to recognize their name, gain a concept of either a letter or word by pointing to the appropriate concept, and understand that print conveys meaning by attempting to point read. Six out of seven were able to draw and tell about their stories rather than just label the parts of the drawing, and read environmental print such as high frequency words displayed around the classroom (blocks, painting, calendar, helpers, McDonald's, etc.). Table 4 shows the results of the pretest and posttest on the average number of verbalizations on the children's drawings. Everyone increased their verbalization skills. However, the ESL children increased their skills the most.

Table 5 shows a comparison of the pre-writing strategies each child had before implementation of the

Table 3

Results of Pretest and Posttest (/) on Pre-reading Strategies

Student	Skills						
	Concept of letter or word	Rhyme	Print Conveys Meaning	Draw & Tell Story	Read Envi- ronmental Print	Match letter to sound Orally	Recognize Name
A	+/+	-/+	-/+	+/+	-/+	-/+	-/+
b	-/+	-/+	-/+	-/+	-/+	-/-	-/+
C ^a	-/+	-/+	-/+	-/+	-/+	-/+	-/+
d ^b	-/+	-/-	-/+	-/+	-/+	-/-	-/+
e	+/+	-/+	+/+	+/+	-/+	-/+	+/+
F	-/+	-/+	-/+	-/-	-/-	-/-	-/+
G ^a	-/+	-/-	-/+	-/+	-/+	-/+	-/+

Note. - = unable to perform task; + = able to perform task.

^aESL minority girls.

^bDevelopmentally delayed boy.

Table 4

Results of Pretest and Posttest on Average Number of Verbalizations

Student	Average Number of Verbalizations per Drawing		
	Pretest	Posttest	% Increase
A	8	15	88
b	4	11	175
C ^a	2	11	450
d ^b	3	5	67
e	6	12	100
F	2	4	100
G ^a	3	12	300

^aESL minority girls.

^bDevelopmentally delayed boy.

Table 5

Results of Pretest and Posttest (/) on Pre-writing Strategies

Student	Skills								
	Print Name	Left-to Right Progression	Print 75% of Letters	Random Letters	Initial Consonants	Spaces Between Words	Match Sound to Symbol	Initial & Final Consonant	Use Some Vowels
A	-/+	+/+	-/+	+/+	-/+	-/-	-/+	-/+	-/+
b	-/+	-/+	-/-	-/+	-/+	-/-	-/-	-/-	-/-
C ^d	-/+	+/+	-/+	-/+	-/+	-/+	-/+	-/-	-/-
d ^b	-/+	-/+	-/-	-/+	-/-	-/-	-/-	-/-	-/-
e	+/+	+/+	-/+	+/+	-/+	-/+	-/+	-/+	-/+
F	-/+	-/+	-/+	-/+	-/-	-/-	-/-	-/-	-/-
G ^a	-/+	-/+	-/+	+/+	-/+	-/+	-/+	-/-	-/-

Note. Unable to perform task = -; able to perform task = +.

^aESL minority girls.

^bDevelopmentally delayed boy.

practicum and at the end of the three-month period. Pretest data determined that all children were making letter-like or letter symbols before implementation of the peer tutoring program. Posttest observations indicated that all children were able to print their name, had left-to-right progression, and used random letters to indicate meaning when writing about their drawings. Seventy-one percent were able to print 75% of the letters of the alphabet and use initial consonants or sounds in their developmental spelling. Twenty-nine percent of the children were able to use initial and final consonants or sounds in their developmental spelling and writing as well as use vowels as placeholders.

Using the words from Figure 1, page 11, the children were given a posttest to determine the gains in developmental spelling. Table 6 shows the individual spelling gains made by each child. All children increased their knowledge of the number of initial consonants or beginning sounds they heard from the developmental spelling list. Once again, students C and G who are the ESL children appear to have made the most progress, while students d and F appear to have made the least progress.

The solution strategies adopted during this practicum were successful. The cross-age tutoring program increased the emergent literacy skills of "at-risk" kindergarten students. Improvement was noted for each child. The writer

Table 6

Results of Pretest and Posttest on Developmental Spelling

Student	<u>Pretest Skills</u>			<u>Posttest Skills</u>		
	Letter-like Symbols	Random Letters	Initial Sounds	Initial Sounds	Final Sounds	Middle Vowel or Consonant
A		+		All except W	E (me), T (net) P (bump)	I, K (like) N (pony)
b		+	A, B (bump)	A, L (like) B (bump) P (pony)		
C ^a	+		A	All except W	E (pony)	I (like) O (pony)
d ^b	+ (4 symbols, rest blank)			A, L (like)		
e		+	A, B (bump) P (pony)	All except W	E(me), T(net) P(bump) Y (pony)	I, K (like) M (bump) O (pony)
F	+ (3 symbols, rest blank)			A, M (me) P (pony)		
G ^a		+		A, M(me), L(like) B(bump) P(pony)	E (pony)	I (like) O (pony)

Note. Entering skill = +.

^aESL minority girls.

^bDevelopmentally delayed boy.

feels there were three factors responsible for this improvement. Most important, the tutees received intensified, individualized instruction by motivated tutors. The tutors also had training in conducting the sessions, they had a set schedule to follow, and a predetermined list of activities to follow in each session. The sessions were held twice a week for twenty or thirty minutes.

The ESL students made the most progress during this implementation period. The writer believes that this was the only opportunity these students had for extensive and intensive one-on-one English conversation and reading. Their native tongue was spoken at home in both cases.

Students A and e also made good progress. They came in with some skills and increased their skills more so than those who were borderline but not included in this practicum. These students are using more initial and final sounds in their writing than their peers who were not in the program. With their increased self-confidence, they are becoming independent writers.

The literature stated the importance of reading to enhance literacy development in young children (Teale, 1984). The individualized sessions carried out by the tutoring practicum showed that reading can have a positive effect on "at-risk" kindergarten children emergent literacy skills. By providing a rich literature background for the ESL students, they were able to gain the appropriate

vocabulary to understand classroom discussions and concepts, and to interact more fully with other children.

The advances made by the ESL children enabled the writer to better measure the progress of the developmentally delayed child. These developmental delays can often cause problems in literacy (Butler, 1989). This child was referred to a Child Study team and it was recommended that he be given an extra year in kindergarten. Child F was also reviewed by the Child Study team and is being referred for a learning disabilities evaluation.

Several side benefits were observed. Improvement in social skills, self-concept, and verbal interaction was noted. Although formal assessments were not made in these areas, the writer observed more interactions in the classroom with peers and outside the classroom with others. Self-confidence rose in the classroom activities. The tutees initiated more classroom discussion and the ESL children not only contributed, but raised hands to answer and ask questions. They participated more in "Show and Tell," songs, and response readings.

Impressions from Tutors, Tutees, and Parents

Questionnaires were completed by tutors, tutees, and parents of tutees. The tutors were asked to complete the Tutor's Evaluation of Program (see Appendix M). Most answered yes to every question. However, the one question

which received the most "maybe" answers was, "Tutoring showed me that I would enjoy teaching." Of the seven tutors, four answered maybe. One tutor's comment was that she would now pay more attention in class. Several comments such as, "I would like to do this next year." "I'll miss my tutee." "I really enjoyed doing this." indicated that it was a positive experience for the tutors. All stated that they would like to tutor again and that they would recommend this experience to their friends.

Questions were asked of tutees by the writer using the Tutee's Evaluation Form (see Appendix N). Only one child, the developmentally delayed boy, stated that he did not like leaving the classroom and would have preferred to stay with the class. The favorite activity to do together was reading stories. All tutees stated that they would like to continue meeting with their tutors.

All parents of tutees, except the parents of the two ESL children, returned the Parent Questionnaire on Tutoring (see Appendix O). All were enthusiastic about the program. Three parents stated that the kindergarten children did not talk about the tutors at home. However, one parent wrote that her son talked about the tutor all the time. Such comments as, "My child has shown marked progress." "It was a very positive experience." "She has gained a lot of self-confidence." "I am very impressed with this concept." convey a positive attitude on the part of the parents.

Recommendations

The importance of choosing highly motivated and dedicated tutors must be stressed. Conducting training sessions before the program started and during the implementation period kept the tutors on task and reinforced the strategies required. It also helped to alleviate any questions or problems the tutors might have had.

The writer recommends that outside funds be secured to purchase the books for the program. If this is not possible, books from the library could be used. The writer applied for and received a grant to buy the books, game activities, and puppets for the storyboxes for this project. This enabled the students to have exposure to a wide assortment of literature. The storyboxes then became a permanent part of the reading center in the classroom. Because of their experiences with the tutors, the tutored children read the stories again and again to the other children in the class.

A major recommendation is to use a cross-age tutoring program to increase the literacy skills of ESL students. This would be beneficial for any ESL student who needed additional individualized instruction in English.

Dissemination

Several activities occurred during the three-month implementation period which should be noted.

Interest in the program by the community was evidenced. Our local TV news station spent a half day video taping the process of tutoring and interviewing the children and the writer. This segment was aired on our local news channel. National Public Radio picked up the aired segment and the program was broadcast on the radio across the nation. Also, Curriculum Review magazine will be publishing a short article on the program. This piece will be published in a late spring issue. Fourth, our county magazine for teachers did a short article on the tutoring program. This in turn created good public relations for the writer's school and community.

Conclusions

Major policymakers are concerned about improving the literacy rate among "at-risk" students in early childhood education (McPartland & Slavin, 1990) and cross-age tutoring is one strategy that will combat this growing crisis.

The "at-risk" kindergarten students at the writer's school received effective, individualized instruction in emergent literacy skills through cross-age tutoring.

Success in increasing letter and name recognition, book awareness skills, pre-reading strategies, and pre-writing strategies was verified through quantitative and qualitative pretests and posttests. Furthermore, the students increased in the average number of verbalizations on their drawings and in their developmental writing. The greatest benefits appear to be for ESL students. These students greatly increased their skills in all areas of emergent literacy.

Tutors were selected for their motivation. Detailed training sessions, structured activities, and regular, consistent tutoring sessions carried out by responsible tutors were paramount to the success of this program. Seeing themselves on TV improved the self-esteem of the tutors. Tutees and parents of tutees were also enthusiastic about the program.

The side effects are noteworthy. Improved social skills, oral language development, and self-confidence by the kindergarten children were observed by the writer.

Through this cross-age tutoring program, five of the seven "at-risk" kindergarten children increased their emergent literacy skills enough to no longer be considered "at risk". The two remaining students are being referred for alternative considerations. The writer's goal and all of the objectives were successfully realized.

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APPENDICES

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APPENDIX A
KINDERGARTEN CHECKLIST AND ASSESSMENT RECORD

KINDERGARTEN CHECKLIST and ASSESSMENT RECORD

Name _____ School _____
 Date of Birth _____ School Year _____ Teacher _____
 Assessor _____

— ASSESSMENT —

- ☐ 1. States Name
- ☐ 2. Recognizes First Name
- ☐ 3. Identifies Body Parts
- ☐ Head ☐ Arms ☐ Legs ☐ Neck
☐ Hands ☐ Back ☐ Stomach ☐ Feet
- ☐ 4. Names Colors
- ☐ Red ☐ Yellow ☐ Blue ☐ Green
☐ Purple ☐ Orange ☐ Black ☐ Brown
- ☐ 5. Reproduces Forms (visual-motor)
- ☐ Circle ☐ Square ☐ Triangle
☐ Horizontal Line ☐ Plus or Cross
- ☐ 6. Visual Discrimination (3 of 4)
- ☐ 7. Auditory Memory Sequencing (4 of 6)
- ☐ 8. Identifies Upper Case Letters:
- ☐ A ☐ X ☐ C ☐ T ☐ S ☐ B ☐ O ☐ P ☐ L
☐ I ☐ K ☐ E ☐ D ☐ J ☐ Z ☐ M ☐ N ☐ R
☐ W ☐ H ☐ Q ☐ Y ☐ F ☐ U ☐ G ☐ V
- ☐ 9. Identifies Lower Case Letters:
- ☐ s ☐ x ☐ v ☐ k ☐ e ☐ w ☐ o ☐ z ☐ a
☐ r ☐ m ☐ l ☐ n ☐ c ☐ f ☐ y ☐ h ☐ p
☐ t ☐ i ☐ b ☐ u ☐ d ☐ q ☐ g
- ☐ 10. Concept of Letter and Word
- ☐ 11. Sequence
- ☐ 12. Book Handling
- ☐ 13. Uses Written Symbols to Communicate an Idea
- ☐ 14. Recognizes Numerals:
- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
- ☐ 15. Assigns Correct Number to Group of Objects:
- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
- ☐ 16. Basic Classification
- ☐ 17. Basic Seriation
- ☐ 18. Basic Conservation
- ☐ 19. Toss Ball to Self (3 of 5)
- ☐ 20. Catching Ball (3 of 5)
- ☐ 21. Heel-to-Toe Steps
- ☐ 22. Balance on One Foot (3 sec.)
- ☐ 23. Thirty-Yard Run
- | | Boys | Girls |
|-------|------------|------------|
| age 5 | 85 seconds | 88 seconds |
| age 6 | 80 seconds | 83 seconds |
- ☐ 24. Fixing Blocks (5 stacked)
- Comments: _____

APPENDIX B
EVALUATION GUIDE FOR BOOK AWARENESS OBSERVATION

**Evaluation Guide
for
Book Awareness Observation**

Name of Student _____

Date _____ Observer _____

Book Awareness Skills	Mastery Achieved Pretest Date	Posttest Date

1. Can hold books appropriately.
2. Shows where a story begins.
3. Can turn pages appropriately.
4. Can show top to bottom.
5. Can show front and back of book.
6. Can retell a story.
7. Begins point reading of text.
8. States beginning, middle and end of a story.

APPENDIX C
EVALUATION GUIDE FOR PRE-READING STRATEGIES

Evaluation Guide
for
Pre-Reading Strategies

Name of Student _____

Date _____ Observer _____

	Mastery Pretest	Achieved Posttest
Pre-Reading Strategies	Date	Date
1. Understands the concept of word.		
2. Can rhyme words.		
3. Understands that print conveys meaning.		
4. "Reads" own marks on page.		
5. Draws pictures and tells stories about them.		
6. Can read some environmental print, names and classroom words.		
7. Can visually recognize words that begin with same letter.		
8. Orally can match letters to sounds.		

APPENDIX D
EVALUATION GUIDE FOR PRE-WRITING STRATEGIES

Evaluation Guide
for
Pre-Writing Strategies

Name of Student _____

Date _____ Observer _____

Mastery Achieved

Pre-Writing Strategies	Pretest Date	Posttest Date
------------------------	-----------------	------------------

1. Prints using letter-like symbols.
2. Prints own name.
3. Uses correct directional patterns when writing.
4. Prints string of random letters to represent sounds (prephonetic stage).
5. Prints most (75%) letters.
6. Uses initial consonants or sounds to represent whole words (early phonetic).
7. Uses spaces between words.
8. Matches sound to symbol (inventive spelling).
9. Uses initial and final consonants or sounds for each word.
10. Uses initial, final and medial consonant for each word - each syllable is represented (phonetic stage).
11. Uses vowels as place-holders - vowels are incorrect but in correct position (transitional stage).
12. Prints whole words. Approximates standard spelling.
13. Approximates standard spelling.

APPENDIX E
TUTOR'S APPLICATION

Student Tutor Application

Student Name _____

Grade _____ Teacher _____

Please answer the following question:

Why would you like to be a tutor?

Please list your favorite subject:

Please circle your average grade:

A B C D

Would you prefer tutoring a ____ boy or a ____ girl?

If selected as a tutor, you will be expected to meet with your tutee twice a week for approximately 30 minutes for about 24 sessions from mid-November through mid-February.

APPENDIX F
TUTOR'S CARD

Tutor's Card
(Directions during Session)

TUTOR'S CARD

My Name: _____

My Tutee's Name _____

At each session I will:

- . Be friendly.
- . Be interested.
- . Encourage my tutee to want to read books.
- . Read with expression and fluency, varying my volume and tone.
- . Never interrupt or prompt or tell my tutee an answer until I have given him/her a chance to work it out.
- . Question my tutee about what has been read and what can be expected to happen.
- . Be patient.
- . Praise my tutee. Never criticize. Try to think of different ways to praise my tutee so that I don't always say the same thing. Never say, "No," or "That's wrong." Remember - kindergarten is just for practice.
- . Never say or do anything that will make my tutee feel bad or sad. Set a good example.
- . Encourage my tutee to do the work required. Help him/her with the writing emphasizing the sounds of letters. I may take down the dictations, but I won't do the work for the tutee.
- . Know that I am not responsible for behavior and will report any inappropriate actions to the kindergarten teacher.
- . Complete my tutor's log for each session.
- . Have fun and enjoy the experience.

APPENDIX G
ACTIVITIES FOR TUTORS

Activities for Tutors

1. Be on time. Make friendly conversation with your tutee when you first meet to make him/her feel comfortable.
2. Choose a storybox to take with you to your designated area.
3. Choose a book from the storybox, predict what will happen from the title. If you've used this box before, please choose a different book and do a different activity.
4. Read the story so the tutee can see the words, pointing with your finger as you read.
5. Discuss the beginning, middle and end of the story.
6. Relate the story to the tutee's experience by asking, "Have you ever had anything like this happen to you? Tell me about it."
7. "If you were in the story, how would you solve the problem?" Tell me a different way the story could have ended.
8. Hands-on Activity - Tutee may draw a picture about the story and you or the tutee can write words describing the picture; you and tutee can play a word sort game; you and tutee can make a simple art project; you can do the work sheet with the tutee; or act out the story with the puppet, if included in the box.
9. Read the child's developmental writing, and if you wish, you may write the standard spelling underneath the picture.
10. If time permits, reread the story again.
11. Return tutee to classroom.
12. Complete the running log.

APPENDIX H
THINGS TO REMEMBER

THINGS TO REMEMBER

1. Smile and be friendly.
2. Praise your student. Never criticize.
Try to think of different ways to praise your tutee so that you don't always say the same thing. Never say, "No," or "That's wrong." Remember - kindergarten is just for practice.
3. Never say or do anything that will make your tutee feel bad or that will set a bad example.
4. Encourage your tutee to do the work required. Help him/her with the writing or take down the dictation. However, do not do the work for the tutee.
5. Return tutee to classroom when session is complete - approximately 30 minutes.
6. Feel free to ask the kindergarten teacher any questions that you have, even during the tutoring session. However, don't leave the tutee alone.
7. Have fun and enjoy the experience.

APPENDIX I
DEVELOPMENTAL WRITING

DEVELOPMENTAL WRITING

Sample Sentence, "I hope that you like my picture."

Beginning writing - Random letters represent words.

LRMYQJALYU

Initial sounds - One letter, usually the first one heard, is used to represent the word.

I H U L M Y

Initial and final sounds - (usually consonants) are represented. There may or may not be spaces between words.

i H P U L K M i P R

Initial, final and middle letters or named vowels are represented. Usually spaces are indicated either by blank spaces, dots or dashes.

I HOP DAT Y U L i c
M i P K

Consonant/vowel/consonant combinations. Consonants and short vowels start to appear in the middle of words. Good spacing between words.

I HOP ThETe YOY
LiK MY PAKHR

Words - All syllables in the words are represented. Approximates standard spelling. Frequently used words are spelled correctly.

I HOP TAT Y U
LiKe MY PiKSHY.

Ref.: Based on a compilation of actual children's writings by the writer.

APPENDIX J
CONTENTS AND SUBJECTS OF STORYBOXES

CONTENTS AND SUBJECTS OF STORYBOXES

There were 12 storyboxes. Each box contained:

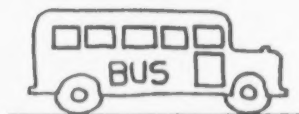
1. Three books on the subject - some were fiction, information or poetry
2. Felt alphabet letters
3. Blank paper, crayons, pencils, and felt markers
4. A chalk slate and chalk
5. Art supplies - paper, scissors, glue
6. Work sheets
7. Word pictures

Subjects: The subjects covered followed the themes of the kindergarten curriculum. They were: Dogs, cats, bears, dinosaurs, farm, friends, family, fairy tales, insects, plants, feelings, and children. The books chosen came from the kindergarten list of suggested books.

APPENDIX K
TUTOR'S LOG

APPENDIX L
TUTOR'S CERTIFICATE

Tutoring Certificate



This certifies that on _____
_____ became a qualified tutor.

The leadership and teaching skill shown in
the area of _____ is greatly appreciated.

Tutor: _____ Issued by: _____

Teacher: _____ Date: _____

APPENDIX M
TUTOR'S QUESTIONNAIRE

Tutor's Evaluation of Program

Name of Student _____

Date _____ Teacher _____

Tutee _____

I am interested in your impressions of the tutoring program. Please read each questions carefully and check the appropriate column for your answer.

Yes Maybe No

1. Tutoring showed me that I would enjoy teaching.
2. I enjoyed working with the tutee.
3. I had a good relationship with my tutee.
4. My tutee was enthusiastic about learning.
5. I looked forward to meeting with my tutee.
6. I feel that the kindergarten teacher was helpful to me.
7. The training sessions were helpful to me.
8. I feel I really helped my tutee learn.
9. My questions were always answered.
10. The activities in the boxes were interesting.
11. I would like to tutor again.
12. I would recommend this experience to my friends.

You may use the back of this paper for more comments and to suggest some ideas to improve the program for another year.

APPENDIX N
TUTEE'S QUESTIONNAIRE

TUTEE'S EVALUATION OF TUTORING EXPERIENCE

Tutee's Name _____

Tutor's Name _____

Date _____

Answer the questions I am going to ask you in the best way you can.

1. Did you like your Tutor?
2. Did you mind leaving the rest of the class to go off with your tutor?
3. What did you like best about tutoring?
4. What did you like the least about tutoring?
5. What was your favorite activity that you did with your tutor?
6. If you could, would you like to continue meeting with your tutor?

APPENDIX O
PARENT'S QUESTIONNAIRE

PARENT'S QUESTIONNAIRE ON TUTORING

Parent or Guardian's Name _____

Child's Name _____

Date _____

Your child recently participated in a cross-age tutoring program at our school. Please give us your impressions of the program. Place a check in the appropriate column which best describes your feelings or information on each question.

Agree Undecided Disagree

My child liked his/her tutor.

My child enjoyed the sessions.

My child has shown an increase
in skills since the program
started.

My child talked about his/her
sessions with the tutor.

I would support this program

I would recommend a cross-age
tutoring program to
a friend.

I would be interested in
learning more about
the techniques used
in the sessions.